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Do You Want to be a Teacher in North Carolina?

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Do You Want To Be

A TEACHER

*In North Carolina?*







PUBLICATION NO. 280

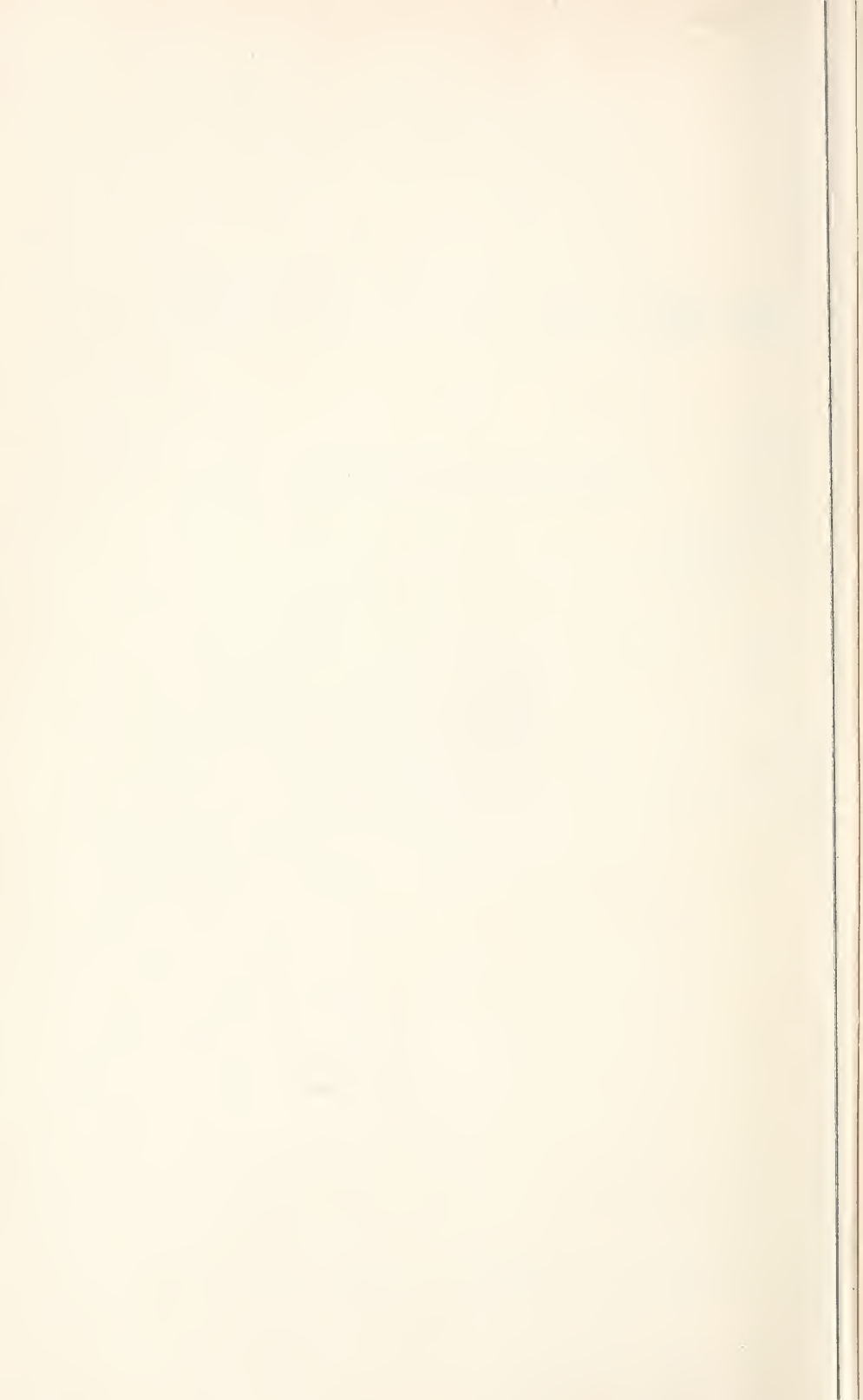
# DO YOU WANT TO BE A TEACHER

in

# NORTH CAROLINA?



ISSUED BY THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.



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N37p7

## FOREWORD

This bulletin has been printed as an aid in the selective recruitment of teachers for the public schools of the State. It has been authorized to be printed by the State Board of Education in further compliance with an act of the General Assembly of 1949.

It is generally known that there is a shortage of white elementary teachers in the State. That fact together with other information concerning the supply and demand of teachers has been pointed out in this bulletin. Additional information concerning requirements for certificates, kinds of certificates, salaries paid, and other facts pertinent to the teaching profession are included. All of this information should be of tremendous value to the counselor and to those who advise with high school students concerning a life work. Answers to many questions relating to the profession of teaching will be found within this publication. I wish personally to commend it to the widest possible use.

In the preparation of this bulletin I wish to thank the following staff members: Dr. James E. Hillman, Director of the Division of Professional Service; Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance; and L. H. Jobe, Director of the Division of Publications, Research and Statistics.



State Superintendent of Public Instruction

May 15, 1951

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## TEACHING AS A CAREER

### Why Choose Teaching?

Teaching is worthy of careful consideration by young people who can meet its requirements and are looking for a career which offers many rewards and satisfactions. Ask the real teacher what a career in teaching has to offer and she would reply:

**I LIKE THE CHALLENGE** which comes from having a part in moulding the Nation's future. Through my classes march the citizens of tomorrow and I have a part in determining the kind of home life, vocational life, civic, social and morale life of tomorrow and in helping to further our democratic way of life. "The future of the world, as well as our own democratic ideals, lies in the hands of the teacher."

**I LIKE THE THRILL** which comes with seeing: Young minds open up and respond to new thoughts and ideas and new skills; personalities blossom out with increased confidence, poise, self understanding and self direction—seeing them grow in "mind and statue and in favor with God and man."

**I LIKE THE FUN** which comes from associating with young people who are full of life and ideas and are capable of giving me a new "lift" and expectation every day.

**I LIKE THE SATISFACTION** of being a friend and counselor to young people, having them come to me with their joys, sorrows, indecisions, plans and ask for my understanding and help.

**I LIKE THE STIMULATION** which teaching offers: the opportunity to be creative, to try out my own ideas and talents; the necessity of being continually on the alert for new ideas and methods needed to meet the needs of the various personalities whom I try to teach.

**I LIKE BEING A PART** of the largest and most vital enterprise in the country which is second to none in importance in that it preserves and promotes our cultural and intellectual life; which employs nearly one third of all professional and semi-professional workers; which is respected and approved by everyone; which is a growing concern every year; which offers a variety of interesting employment opportunities.

**I LIKE THE PRIVILEGE** of associating with people who are concerned about and active in the cultural and intellectual aspects of living.

## Do You Have The Personal Qualities Needed For Teaching?

One of the first steps in choosing any vocation is that of self-inventory. Do you have the personal qualifications needed for success in teaching? Perhaps more than any other profession teaching calls for a wide variety of personal traits of a special sort. Many studies have been made to determine these qualities and while no common personality pattern for teachers has been discovered, all studies point up certain traits which seem to characterize the good teacher no matter what field of teaching she chooses.

### A GOOD TEACHER HAS:

*Good Physical and Mental Health*—plenty of vitality, stamina, endurance; emotional stability, adjusts well to varying personalities, conditions and circumstances.

*A Genuine Like for and Interest in People, Especially Children,* and enjoys being with them.

*An Open and Inquiring Mind*—receptive to new ideas, interested in reading and studying and trying new things.

*A Pleasing Personality*—courteous, cheerful, enthusiastic, friendly, patient, and a good sense of humour.

*Ability to Get Along Well With Others.*

*Intelligence and a Generous Supply of Common Sense.*

*Leadership Qualities*—ability to initiate and carry out plans; to develop and inspire leadership and followship in others.

Certainly these are not all of the traits found in a good teacher, but they are basically essential. If you really want to teach you should check yourself on these qualities and as you continue your education strive to improve or cultivate these characteristics of a good teacher.



## What Does the Teacher Do?

The old saying "variety is the spice of life" might well be changed to "variety is the spice of teaching." No other occupation offers such a variety of activities. To describe all the duties and activities in which teachers engage would be a gigantic and impossible task, for they are too many and too varied, depending upon the individual teacher's personality, training and abilities, the grade or subject she teaches, the type, size and personnel of the school and the type of community in which she works.

Generally speaking, however, the chief duties of all teachers may be grouped under several categories:

*Classroom instruction*, with primary emphasis on growth and development of individuals in attitudes, knowledges and skills, including

*Classroom management*, which includes planning with pupils classroom work and activities and provision of physical facilities and environment which stimulate and are conducive to good learning and healthful living.

*Co-curricular activities*—initiating, directing or supervising various recreational, social and educational activities.

*Human relations*, involving establishing and maintaining good working relations with co-workers, parents and the community.

*Professional improvement*, which requires reading and study and attendance at or participation in professional meetings, conferences, summer schools and all types of activities for professional growth.

More specifically stated the teachers' duties would include such activities as: studying each pupil—becoming familiar with his background, interests and abilities; preparing units of work and learning materials and adapting methods to individual needs; making, administering and checking tests; organizing and supervising recreational and social activities, school clubs, assemblies and various types of student activities; holding conferences with pupils, parents, other school personnel and community agencies; attending faculty meetings; keeping records and making reports; supervising study halls, lunch periods, play; issuing textbooks and supplies, collecting money for school lunches, drives, entertainment, etc.

The extent to which these duties are performed by teachers and the methods differ from school to school and from grade to grade.

The elementary teacher in most school situations usually has one group of pupils or one grade for the entire day and is responsible for the complete school program of that grade, teaching all the subjects, arranging for and supervising all other activities essential to growth and development of her pupils.

The high school teacher has a narrower range of duties in that he usually teaches only one major subject to several different groups of students. In some cases, however, particularly in small and rural schools it is necessary for the high school teacher to teach several subjects. In addition to teaching classes, he too must assume some co-curricular duties which are a part of most high school programs.



## PRESENT TEACHER SITUATION

North Carolina cooperates with the National Commission on Teacher Education and Professional Standards of the National Education Association in its national study on teacher supply and demand. The basic data presented here, for both supply and demand, were secured for the national study.

### Demand

Table I, New White Teacher Demand in North Carolina Public Schools, 1950-51, gives the new white teacher demand as of about December 1, 1950. A new teacher is defined as a teacher who is teaching in 1950-51 who did not teach anywhere in 1949-50. The same table gives the teacher supply for 1949-50, the teacher who would have been available for 1950-51. Table II gives similar data for Negro teachers. Comparable data, presented in a little different form, for Indians appear in Table III.

#### I. NEW WHITE TEACHER DEMAND IN NORTH CAROLINA PUBLIC SCHOOLS, 1950-51 (A new teacher is one who is teaching in 1950-51 who did not teach anywhere in 1949-50)

Secondary	Agriculture	Art	Bible	Biology	Chemistry	Commerce	Distributive Education	English	Foreign Language	Home Economics	Industrial Arts	Library Science	Mathematics	Music	Physics	Physical Education	Science	Social Studies	Others	Total Demand Individuals	Total Demand Subjects	Supply-Individuals, 1949-50	Supply-Subjects, 1949-50
Agriculture	24																			24	24	61	61
Art		5						1												6	6	14	14
Bible			1																	1	1	16	16
Biology				2	1					1					1	5	3			13	13	46	46
Chemistry					0										1					1	2	9	14
Commerce						73			1	1			4	1		1	8			89	89	106	106
Distributive Education							3				1									4	4	0	0
English								78	41	1	3	4				5	7	21		160	161	303	320
Foreign Language									6				3					2		11	53	42	82
Home Economics										57							11	3		71	74	78	79
Industrial Arts											23		2			1				26	27	22	22
Library Science												14								14	17	5	11
Mathematics													52			12	21	10		95	108	97	123
Music														42		1				43	44	50	59
Physics															0					0	2	1	9
Physical Education																39	10	30		79	104	296	369
Science																	52	28		80	129	82	195
Social Studies																		79		79	184	193	601
Others																			20	20	20	2	2
Totals Secondary																				816	1062	1423	2129

#### Elementary

Demand, 1950-51; One teacher school, 6; Grades (1-3), 391; Grades (4-8), 817; Total 1214

Elementary Supply, 1949-50: Men, 33; Women, 275; Total 308

## II. NEW NEGRO TEACHER DEMAND IN NORTH CAROLINA PUBLIC SCHOOLS, 1950-51

(A new teacher is one who is teaching in 1950-51 who did not teach anywhere in 1949-50)

Secondary	Agriculture	Art	Bible	Biology	Chemistry	Commerce	Distributive Education	English	Foreign Language	Home Economics	Industrial Arts	Library Science	Mathematics	Music	Physics	Physical Education	Science	Social Studies	Others	Demand Individuals	Demand Subjects	Supply-Subjects, 1949-50
Agriculture	4																			4	4	64
Art		2																		2	2	9
Bible			0																	0	0	4
Biology				0						1								1		2	2	51
Chemistry					0															0	0	1
Commerce						14					1		1					1		17	17	55
Distributive Education							1													1	1	0
English								13	11			1		3			1	9		38	38	83
Foreign Language									1					1				2		4	15	43
Home Economics										17							1			18	19	48
Industrial Arts											13		1	1						15	15	34
Library Science												5						2		7	9	8
Mathematics													8	2			18			28	29	65
Music														18				1		19	27	27
Physics															0					0	0	44
Physical Education																10	3	2		15	15	50
Science																	14	4		18	41	75
Social Studies																		21		21	43	217
Others																			6	6	6	6
Total Secondary																				215	283	878

### Elementary—

Demand, 1950-51: One teacher school, 11; Grades (1-3), 120; Grades (4-8), 198; Total, 329

Elementary Supply, 1949-50: Men, 113; Women, 344;

Total, 457

Included with this table is the teacher supply, 1949-50, available to meet the 1950-51 demand. The number of individuals in the secondary school supply, 1949-50, is 666.

## III. NEW INDIAN TEACHER DEMAND IN NORTH CAROLINA PUBLIC SCHOOLS 1950-51

### *Elementary School*

One teacher school .....	0
Lower grades (1-3) .....	10
Upper grades (4-8) .....	6
Total.....	16



## Secondary School

Agriculture .....	2
Art .....	1
Commerce .....	1
English .....	2
Mathematics .....	1
Science .....	1
Total.....	8

### Supply

Table IV gives the supply of white teachers from North Carolina Colleges for 1951. Table V presents comparable data on the supply of Negro teachers from North Carolina Colleges. Table VI gives the supply of Indian teachers from the one Indian college.

#### IV. 1951 SUPPLY OF WHITE TEACHERS FROM NORTH CAROLINA COLLEGES

Secondary	Agriculture	Art	Bible	Biology	Chemistry	Commerce	Distributive Education	English	Foreign Language	Home Economics	Industrial Arts	Library Science	Mathematics	Music	Physics	Physical Education	Science	Social Studies	Trades & Industries	Others	Total Supply Individuals	Total Supply Subjects
Agriculture	61																				61	61
Art		14						5			1					2		3			25	25
Bible			1	1				8	3			3	1			1	8				26	26
Biology				6	9			2				3				12		7			39	40
Chemistry					1			1		3		2									7	16
Commerce						94		8	2		1	1	1			6	2	36			151	151
Distributive Education							0														0	0
English								118	42		7	9	2		28	10	100		7		323	347
Foreign Language								10			1	8	5		2	2	14				42	89
Home Economics									94							36	6		1		137	140
Industrial Arts											14		5			2					21	23
Library Science												4						4			8	17
Mathematics													38	1	14	25	41	34	1		153	184
Music														78				2			80	89
Physics															0						0	0
Physical Education																113	32	132	1		277	353
Science																	68	23			91	217
Social Studies																		176	6		182	548
Trades & Industries																			3		3	3
Others																			3		3	19
Total Secondary																					1629	2348

Elementary: Men, 22; Women, 425;

Total, 447

The last column gives the supply of secondary teachers in terms of individual subjects and or subject combinations. Of the total individuals, 841 are men, and 788 are women.

# V. 1951 SUPPLY OF NEGRO TEACHERS FROM NORTH CAROLINA COLLEGES

Secondary	Agriculture	Art	Bible	Biology	Chemistry	Commerce	Distributive Education	English	Foreign Language	Home Economics	Industrial Arts	Library Science	Mathematics	Music	Physics	Physical Education	Science	Social Studies	Others	Total Supply Individuals	Total Supply Subjects
Agriculture	52																			52	52
Art		5							1									2	1	8	9
Bible			3																	3	3
Biology				20	32			7	1	2			6			27		18	7	120	120
Chemistry					1								6							7	39
Commerce						37		8	2				1					3	12	63	63
Distributive Education							0													0	0
English								15	22			3	7	2				39	2	90	105
Foreign Language									1				4	2				17	1	25	51
Home Economics										34										51	53
Industrial Arts											27									27	27
Library Science												12						3		15	18
Mathematics													14			4	13	8		39	63
Music														0				16	4	20	24
Physics															0					0	0
Physical Education																	34	28	1	63	94
Science																	57	2		59	89
Social Studies																		138	18	156	274
Others																			12	12	12
Total Secondary																				811	1096

Elementary: Men, 78; Women, 340;

Total, 418

The last column gives the supply of secondary teachers in terms of subjects, and/or subject combinations. Of the secondary teachers, 415 are men and 396 are women.

These tables give the supply of teachers for 1950-51. Following is a summary supply for 1941, 1946, 1948, 1949, 1950 and 1951.

Year	WHITE		NEGRO	
	Elementary	Secondary	Elementary	Secondary
1941 .....	647	1008	420	330
1946 .....	199	644	.....	.....
1948 .....	269	1075	441	619
1949 .....	253	1297	456	750
1950 .....	308	1423	457	666
1951 .....	447	1629	418	811

Data are not available for Negroes for 1946. For Indians, the data are available for 1951 as reported in Table VI.

## VI. INDIAN TEACHER SUPPLY, 1951

<i>Elementary:</i>	Men, 0; Women, 4; Total.....	4
<i>Secondary:</i>		
	English - Music .....	1
	English - Social Studies .....	2
	Home Economics .....	2
	Mathematics - Science .....	2
	Physical Education - Science .....	1
	Physical Education - Social Studies .....	2
	Science - Social Studies .....	1
	Total.....	11

### Teaching Opportunities

*White Elementary.* The opportunity for qualified white elementary teachers are almost unlimited. Based upon the single factor of *new* teachers, the supply is about one-fourth the present demand. There must be an increase in the number of teachers to care for the increase in school population. There should be a reduction in the number of pupils for teacher which would result in an increase in the number of teachers required to serve the schools. These factors would all operate to widen the imbalance between supply and demand. Without a very great increase in the supply there must be an inevitable increase in the number of teachers who do not meet the minimum qualifications for an acceptable teacher. In 1949-50 there were about 2500 white elementary teachers whose qualifications were below those represented by the Class A Certificate which is regarded as the minimum standard.

Not in the foreseeable future can one hope for an adequate supply of qualified elementary white teachers. The actual supply is still substantially below what it was in 1940-41, the last pre-war year. The present senior college enrollment is about fifty percent larger than in 1940-41. It will be observed that while the elementary teacher output is still much below that of 1941, the output of secondary teachers is fifty percent larger than in 1941. It is hoped there may be a reversal in this trend, but with a complete reversal, the supply of qualified elementary white teachers would still be far from adequate.

There needs to be improvement in the quality of our teacher education. This quality would be reflected through the standards of the colleges and the instructional programs of the institutions. It would also be reflected through a more careful screening and selection of those who would be teachers. Not until then will the children in the elementary white schools have the teachers they deserve. Now, because of the shortage of elementary teachers, too many of them must have anyone who is willing to teach. The time may be a generation away when every elementary white child can have a superior teacher in academic and professional qualifications, personality and character. There will be a teaching position for those who meet these qualifications.

*White Secondary.* At the present time the over-all supply of white secondary teachers is adequate. It will be observed (Table I) that as of about December 1, 1950 there were 816 new secondary teachers employed in the public secondary schools. The output from the colleges for 1949-50 that would have been available for teaching in 1950-51 was 1423. That output has increased to 1629 for 1951.

It will be observed further that there is a serious over-supply of teachers prepared to teach English, social studies and physical education. There would seem to be an over-supply of teachers of vocational agriculture. The situation could change materially if the manpower demands should keep men from our colleges. An actual shortage could develop in teachers of agriculture, and men teachers of physical education.

The teaching opportunities for the secondary teacher are quite different from those of the elementary teacher. If we are to have a healthy balance between supply and demand, both the colleges in which secondary teachers are educated and the prospective secondary teacher should keep informed on the supply and demand, such as are reflected through the data in this bulletin.

What has been said about improving the quality of the education of the elementary white teacher could be said of the secondary teacher. Perhaps with that quality, there would be fewer secondary teachers coming from the colleges. Moreover, as long as there might be an adequate supply of secondary teachers at the Class A or undergraduate level, the opportunity for employment of the secondary teacher would be enhanced through securing the Master's degree and qualifying for the Graduate Certificate.

*Negro Teachers.* There is a slight over-supply of Negro elementary teachers. That over-supply, however, does little more than afford the employer opportunity to exercise some choice in his selection of a teacher. The supply situation is quite healthy, however, because it will encourage the college to reduce the output slightly by being more selective and by improving the quality of those who would be teachers.

With reference to Negro secondary teachers, there is a general over-supply. As of about December 1, 1950, there were employed 215 new secondary teachers in the public secondary schools. For 1949-50, the colleges graduated 666 secondary teachers. The 1951 output of secondary teachers had increased to 811. There seems to be a theoretical over-supply of Negro secondary teachers for about all of the subjects, but especially for agriculture, biology, commerce, English, foreign language, home economics, physics, physical education and social studies. Because of the over-supply, the teaching opportunities for Negro secondary teachers are limited. Colleges have the obvious responsibility of reducing the output of Negro secondary teachers if there is to be a healthy balance between supply and demand.

*Indian Teachers.* The number of Indian teachers is quite limited. The supply comes from one college. It is necessary for the college to know the demands, and try to meet them. At present there seems to





be a need for some shift from the preparation of secondary teachers to the preparation of elementary teachers.

*Men Teachers.* At present about all of the elementary teachers are women. A very large percent of the secondary teachers are women. The demand for men teachers in the seventh and eighth grades is very urgent. There should be more men teachers in the secondary schools. Men who prepare to be elementary teachers may expect to find employment in the upper grades of the elementary school. They also have the best preparation for elementary school principalship and the principalship of many union schools. The opportunities are unlimited for men who prepare themselves to work in the elementary school. For a better balance between men and women teachers in the secondary school, there should be an increasingly larger number of men teachers in the secondary school.

### Salaries Paid

North Carolina teachers are paid in accordance with a salary schedule adopted by the State Board of Education. This schedule applies alike to white, Indian and Negro teachers in both elementary and secondary fields. In some schools a supplement from local funds is paid.

The current State schedule (shown below) is based on training and experience established in the Division of Professional Service, State Department of Public Instruction, Raleigh, N. C.

Teachers are paid on a monthly basis for a nine months' term. A school month includes twenty teaching days. Agriculture and home economics teachers receive slightly higher monthly salaries than other teachers, and they are employed on a 10, 11 and 12 months' basis. Principals are paid on a ten months' term basis on a schedule based on size of school and experience.



NINE MONTHS SCHOOL FUND  
MONTHLY SALARY SCHEDULE FOR TEACHERS (9 MONTHS)  
1951 - 1952

	Experience In Years												
Type of Certificate	0	1	2	3	4	5	6	7	8	9	10	11	12
Graduate	245	252	259	267	275	283	292	302	312	323	334	345	
Class A	218	224	231	238	245	252	259						
Class B	176	182	189	196	203	210							
Class C	163	169	175	181	187								
Elementary A	151	157	163	169									
Elementary B	128												
Non-Standard													

### Contracts and Tenure

Teachers are required to sign written contracts which may be obtained from the employing superintendent. In accordance with the law, in county units, "the principals, of the districts shall nominate and the district committees shall elect the teachers for all the districts, subject to the approval of the county superintendent of schools and the county board of education." In city units the practice varies, but in general the superintendent with the advice of the principal recommends employment to the board of trustees.

Teachers or principals, after employment or reemployment, desiring to resign must give not less than 30 days' written notice prior to the opening of school in which the teacher or principal is employed to the official head of the administrative unit. "In the employment of teachers, no rule shall be made or enforced which discriminates with respect to the sex, marriage, or non-marriage of the applicant."

Teachers are employed for one school year at a time, but under provisions of the law (Sec. 115-354, 359) their contracts continue from year to year unless they are notified by registered letter prior to the close of the school term that re-employment for the ensuing year will not be made. However, teachers who give satisfactory service may expect continued employment.

### Health Provisions

A health certificate from the county physician, health officer, or other reputable physician, certifying no tuberculosis in communicable form, nor other communicable disease, nor any disease, physical or mental, which could impair ability to perform duties effectively, is required.

No sick leave with full pay is granted. A regularly employed teacher who is absent for (a) personal illness, (b) illness of some member of

the teacher's immediate family which may require the personal attendance of the teacher, or (c) death of a near relative, shall be paid full salary less \$6.00 per day, the pay of a substitute teacher during 1950-51.

The provisions of the Workmen's Compensation Act apply to all school employees. Under this Act compensation is granted for injuries or death caused by accident arising out of or in the course of employment as a public school teacher.

### **Working Conditions**

Working conditions vary from school to school. There are many modern buildings, adequately equipped and furnished with essential teaching materials. On the other hand, there are many small and poorly constructed schoolhouses, with meager out-moded equipment and with hardly any instructional materials except that which the teacher provides. The average size school, however, is provided with the minimum of equipment and materials in sufficient quantity for providing a minimum program of education.

In some communities teachers homes are provided, whereas in other communities rooms in private homes are available at a minimum cost. The larger schools have lunchrooms, where teachers may buy lunches at a reasonable cost, and other meals may be had in the neighborhood.

The average number of pupils under the care of a teacher each day varies from school to school. The average for the State is approximately 30. In the elementary grades the load is slightly higher, whereas in the high school it is lower. A number of units employ teachers in excess of the number permitted by the State Board of Education. These two facts tend to reduce the actual teaching load throughout the State.

Teachers have a 20-day month for a nine months' term. In addition to the actual classroom work, however, most teachers devote time to such duties as keeping records and making reports, extra curricula activities, helping pupils, attending meetings and conferences, and preparing for work ahead. This type of work varies among grade levels, subjects and schools.

The teacher's work is subject to supervision by the superintendent, principal and supervisor. Such supervision may be close and continuous, as in some city units, or it may be infrequent, as in remote schools in some county units.

Most communities welcome the teacher as an important addition to the community life, and offer her opportunities to participate in all worthwhile activities. A teacher of sound character, temperate habits, a well-balanced personality and a reasonable amount of social intelligence and good taste usually has little difficulty in adjusting to the community.

### **Retirement Provisions**

Teachers and other employees of the public school system working on a full time basis must become members of the State Retirement System after a three months' waiting period. A five per cent payroll deduction of each employee's salary, not in excess of \$5,000, is made by the employing agency and forwarded to the State Retirement System. The State matches this contribution by another 5 per cent. If a teacher



separates from the service of the State, she may withdraw her contributions.

Members may retire at the age of 60 years, or after 30 years service. At age of 65 she must retire, unless requested in writing by the employing board to remain in service. A member who has reached 70 years of age must retire, unless approved by the Board of Trustees of the Retirement System.

### **Scholarship Aid**

At the present time there is no State Scholarship Aid Fund for assisting young persons to prepare themselves as teachers. Practically all higher institutions of the State, however, have work plans, scholarship and fellowship aid, and loan funds for which prospective teachers may apply.

### **How and Where to Apply**

There are a number of placement bureaus in the State which aid teachers in securing employment. These include the following:

Carolina Teachers' Agency, Henderson

Hayworth Teachers' Agency, High Point

Placement Bureau, U.N.C. Summer School, Chapel Hill

Placement Bureau, N. C. Teachers Association (Negro), Raleigh

A teacher may apply direct to the superintendent of the unit in which she desires employment or to the principal of the school. (A list of superintendents may be obtained from the State Department of Public Instruction, Raleigh, N. C.) "Any teacher or principal desiring election as teacher or principal in a particular administrative unit who was not employed by said unit during a current year shall file his or her application in writing with the county or city superintendent of schools." (For information about securing North Carolina certificates, see below.)

## REQUIREMENTS FOR CERTIFICATES

### General Information.

Before giving specific information about certificates—requirements for, validity, renewal, et cetera—there would seem to be need for some general information of an explanatory or interpretive type.

### Senior Colleges

One requirement for any certificate is a degree from a standard senior college. Some certificates require a Master's degree along with teaching experience.

A senior college in North Carolina, approved for teacher education, must meet certain specific standards. Senior colleges in other states, which are approved for teacher education in the states in which they are located, are acceptable in North Carolina. There is a very definite trend, however, toward requiring any approved teacher education institution to be, first of all, a member of a regional accrediting association, such as the Southern Association of Secondary Schools and Colleges. Most of the senior colleges of North Carolina are now members of that Association. In the interest of reciprocity, as well as improving the quality of teacher education, there is a further trend toward having an approved teacher education institution meet the standards of the American Association of Colleges for Teacher Education. At present, however, a senior college in North Carolina, approved for teacher education, would meet State standards.

### TEACHER OUTPUT FROM NORTH CAROLINA COLLEGES

There are now thirty-two senior colleges approved for teacher education—twenty white, eleven Negro, and one Indian. For general information and guidance purposes, a table is here presented which gives the names of the colleges, by control and race, with the teacher output from each institution for the years 1950 and 1951:

<i>White Colleges: State</i>	1950		1951	
	<i>Elementary</i>	<i>Secondary</i>	<i>Elementary</i>	<i>Secondary</i>
A. S. Teachers College.....	46	139	48	159
E. C. Teachers College.....	51	176	53	201
W. C. Teachers College.....	39	89	17	46
N. C. State College.....	0	74	0	88
University, Chapel Hill.....	0	167	47	125
Woman's College, U.N.C.....	34	108	66	248
<b>Total State.....</b>	<b>170</b>	<b>753</b>	<b>231</b>	<b>867</b>

### *White Colleges: Private*

Atlantic Christian .....	45	82	37	74
Catawba .....	5	116	11	86
Davidson .....	0	13	0	13
Duke University .....	14	64	15	67
Elon .....	0	56	8	52



Flora Macdonald .....	7	13	14	22
Greensboro .....	3	12	11	29
Guilford .....	0	11	2	20
High Point .....	19	57	20	64
Lenoir-Rhyne .....	13	70	24	92
Meredith .....	9	17	41	56
Queens .....	7	28	11	26
Salem .....	16	5	22	19
Wake Forest .....	0	126	0	142
<hr/>				
Total Private .....	138	670	216	762
Total White .....	308	1423	447	1629

#### *Negro Colleges: State*

Elizabeth City T. College.....	148	0	110	0
Fayetteville T. College.....	104	0	90	0
Winston-Salem T. College.....	81	0	115	0
A. and T. College.....	16	271	12	297
N. C. College.....	0	56	0	114
<hr/>				
Total State .....	349	327	327	411

#### *Negro Colleges: Private*

Barber-Scotia .....	4	12	11	19
Bennett .....	21	63	22	73
J. C. Smith .....	53	82	25	111
Livingstone .....	6	36	11	44
Shaw University .....	24	95	23	131
St. Augustine .....	0	51	0	22
<hr/>				
Total Private ....	108	339	91	400
Total Negro .....	457	666	418	811

#### *Indian College: State*

Pembroke State College.....	13	13	4	11
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### Graduate Schools

The following institutions are approved for graduate work, up to and including the Master's degree: Appalachian State Teachers College, Boone; East Carolina College, Greenville; Western Carolina Teachers College, Cullowhee; Woman's College, University of North Carolina, Greensboro; Agricultural and Technical College, Greensboro; and North Carolina College, Durham.

The following institutions are approved for graduate work up to and including the Doctor's degree: Duke University, Durham; North Carolina State College of Agriculture and Engineering (special fields), Raleigh; and the University of North Carolina, Chapel Hill.



## Semester Hour the Unit of College Credit

Credits earned in colleges are expressed in various units, such as quarter hour, semester hour, year or session hour, and course. The unit of credit which is employed in the certification of the school personnel is the *semester hour*. Any specific reference to hours of college credit is in terms of that unit. All units from the colleges are translated in terms of the semester hour.

### Professional Requirements

Professional requirements refer to the requirements in Education. It will be observed that for the Class A certificates the professional requirements are expressed in the following manner:

Pupil .....	6 semester hours
School .....	6 semester hours
Teaching and Practicum .....	6 semester hours

This type of organization is intended to make the work more functional in nature. It does not preclude formal courses, but it does encourage a functional, dynamic integration. For guidance purposes, the following suggestions are given on the content for each of the three areas:

#### *The Pupil:*

- A. Understanding of continuity in development from the intellectual, physical, social and emotional view points.
- B. Ability to recognize and deal with individual differences.
  - 1. Intellectual, physical, sociological and emotional.
  - 2. Experiences in administering and interpreting tests.
  - 3. Clinical experiences with individual children with the view of developing insight into individual differences.
- C. The process of learning.
  - 1. The nature of learning.
  - 2. Motivating forces.
  - 3. Differences in interests as related to sex, age, maturation, mental ability, and environmental influences.
- D. The mastery of fundamental theoretical concepts, based upon the best experimental evidence available, that are essential to the insight into children.

For a proper study of this area, every opportunity should be given for extended and varied experiences with children of different ages in many settings. The following are suggested:

- 1. Children's court.
- 2. Participation in various social agencies.
- 3. Nursery schools and kindergartens.
- 4. Work with boy and girl scouts, Hi-Y, Girl Reserves, 4-H Clubs.
- 5. Playgrounds.
- 6. Special schools for physically handicapped.
- 7. Summer camp activities.
- 8. Big brother and sister movement.
- 9. Sunday school.

### *The School:*

- A. As a social institution.
  - 1. As to background and purposes.
  - 2. As an interpreter of ideologies.
  - 3. As a contributor to democratic living.
  - 4. As a community builder.
- B. As an educational institution.
  - 1. Background and purposes of the school as an educational institution.
  - 2. Organization and administration of the school.
  - 3. The school curriculum.
  - 4. Evaluation of the school in terms of its educational purpose.
  - 5. Materials, methods, practices, and techniques in the development of learning.
  - 6. A study of all aspects of pupil accounting.
  - 7. Acquiring a philosophy of education that shall serve as a criterion for relation of procedures and devices, and provide an over-all understanding.
  - 8. Purposeful observation to illuminate the theoretical aspects of school practice.

### *Teaching and Practicum:*

This area includes the specific activities identified with systematic and formal observations, supervised student teaching, and with other experimental activities associated with the job of actual teaching. Some of the major divisions are the following:

- A. Purposeful observation.
- B. Organization of materials for teaching.
- C. Participation in guidance activities.
- D. Participation in other activities which will aid in developing a teacher, such as: (1) child accounting, (2) co-curricular experiences, (3) parent-teacher associations, and (4) teachers' meetings.
- E. Campus teaching.
  - 1. The teaching experience should include all phases of instruction common to the grades or subjects. If there are two teaching fields, some experience may be given in each or in different aspects of the same broad area.
  - 2. After a transition period of observation and participation and preparatory conferences, the student should be given full charge of the situation, subject, of course, to the prudent safeguards erected to protect the pupils.
  - 3. An accompanying practicum or seminar should treat the specific problems that arise in the student teachers' experiences.
  - 4. Forty-five to ninety clock hours of actual teaching should be required. It is realized that the optional amount of student teaching varies with the talents of the candidates. In no case should there be fewer than 45 clock hours; in some cases there may be as much as 90 clock hours.

## F. Off-campus teaching.

Off-campus teaching is to be encouraged. However, it should not be substituted altogether for teaching experience on the campus or in the local school. Rather, it should supplement and enrich that experience. It should provide the student teacher with opportunities to meet at first-hand those experiences which he will most likely meet in the actual job of teaching.

Off-campus teaching should be properly supervised both through the college and the cooperating school. The latter should be selected only upon the basis of there being a strong probability that in such a school the student-teacher would find the best cooperating service. Supervising teachers should be well equipped both by training and experience. Similarly, the college should be sufficiently staffed to render its share of skillful supervision.

## How to Apply for Certificate

Since certificates are issued only upon the basis of college credentials, it is necessary for those credentials to be filed with the proper State agency. The necessary forms for that purpose are Application Blank No. 1-b and Form 1-x which would be secured from the Division of Professional Service, State Department of Public Instruction, Raleigh. These forms will be sent, by the individual, to the college in which one was educated, and the institution, in turn, will send the record of credit direct to the Division of Professional Service.

Certificates are issued to out-of-state applicants only upon evidence of employment in North Carolina. Before having college credentials filed, the out-of-state applicant should have some assurance from a North Carolina superintendent that he would be employed if the proper certificate were issued. The names and addresses of the superintendents may be secured from the State Department of Public Instruction, Raleigh.

## Kinds of Certificates

The following certificates are now issued:

- Primary Teacher's, Classes A and B
- Grammar Grade Teacher's, Classes A and B
- High School Teacher's, Classes A and B
- Special Education Teacher's Class A
- Graduate Elementary Teacher's
- Graduate Secondary Teacher's
- School Counselor's
- Principal's
- Superintendent's



There are certified North Carolina teachers who hold certificates that were issued when the requirements were different from what they are now. Subject to renewal requirements, those certificates are still valid. Any teacher holding one of those certificates, or any certificate not now issued as described in this bulletin, should get the information he needs from the Division of Professional Service, State Department of Public Instruction, Raleigh.

### **Class B Certificates**

The requirements for Class B certificates are the same as for the Class A, except for the professional education area of Teaching and Practicum. Supervised student teaching, which is a part of the Teaching and Practicum area, is not required for the Class B certificate. For the purpose of issuing the Class B certificate, the equivalent of three semester hours' credit is ascribed to student teaching. Credit for a minimum of fifteen semester hours of professional education, exclusive of student teaching, meets the professional education requirement for the Class B certificate.

Credit for a year's appropriate teaching experience, subsequent to its issuance, will raise the Class B certificate to Class A. For the Primary Teacher's or Grammar Grade Teacher's Class A certificate, the experience would be in the elementary school, and for the Class A High School Teacher's certificate, experience would be in the high school, teaching the subject or subjects which appear on the Class B certificate.

### **Grammar Grade and Primary Teacher's Certificates, Class A**

#### **REQUIREMENTS FOR ISSUANCE:**

These certificates require a degree from a standard four-year college. As a part of the work, or in addition to it, the applicant shall have:



	S.H.
I. Professional Requirement .....	18
1. The Pupil .....	6
2. The School .....	6
3. Teaching and Practicum .....	6
(Must include at least 45 clock hours of actual teaching.)	
II. Academic Requirements.....	S.H.
1. English .....	12
Required:	
English in General Education .....	9-10
Children's Literature .....	2-3
Recommended:	
Advanced Grammar and Composition.....	3
Speech .....	3
2. American History .....	6
3. Government .....	2-3
4. Geography .....	6
(including Principles and Regional)	
5. Art .....	6
6. Music .....	6
7. Health and Physical Education .....	10

This would include:

Principles, Practices and Procedures in Physical Education for Elementary Schools.....	2
Principles, Practices, and Procedures in Health for Elementary Schools .....	2

NOTE: The over-all specific requirements are the same for the Primary and Grammar Grade A Certificate. In certain areas, however, particularly in the professional requirement, it is expected that there would be slightly different emphases for the two groups.

#### *Validity:*

These certificates are valid for teaching throughout the elementary school, that is, grades 1-8 inclusive. The Primary Teacher's Certificate is preferred in grades 1-3, and the Grammar Grade in grades 4-8.

#### *Renewal:*

Initially the certificate is valid for a period of five years from the date of qualification. The first renewal requires non-duplicating credit for six semester hours, earned in a senior college or graduate school. Subsequent renewals require credit for six semester hours or two years of teaching experience, during the five year renewal period.

### High School Teacher's Certificate, Class A

#### REQUIREMENTS FOR ISSUANCE:

The minimum scholastic training represents graduation from a standard four-year college. The subject, or subjects, for which certification is granted appear on the face of the certificate. It is desirable that one be qualified to teach two or more subjects.



	S.H.
I. Professional Requirement .....	18
1. The Pupil .....	6
2. The School .....	6
3. Teaching and Practicum .....	6
(Must include at least 45 clock hours of actual teaching.)	
II. Academic Requirements. These requirements vary with the subject for which certification is granted. In terms of semester hours, the minimum subject matter credit for the teaching of each of the various subjects is as follows:	
	S.H.
1. Art .....	30
Design (industrial, interior, costume).....	9
Drawing and Painting .....	9
Ceramics and/or Sculpture .....	3
Art History .....	6
2. Bible and Religion .....	21
Old Testament .....	6
New Testament .....	6
Electives .....	9
3. Commerce .....	36
Economics and Retailing .....	12-15
Accounting and Management, including Office Management .....	12-15
Office Skills—Shorthand, transcription, and typing (Minimum office experience) .....	12
Certification may be granted in the individual areas as follows:	
Typewriting .....	4
Stenography .....	11-13
Stenography, including transcription....	9
Typing .....	2-4
Bookkeeping—Accounting and Management.....	15
Basic Business .....	24
Economics .....	12
Management and Accounting .....	12
4. Distributive Education .....	36
This shall include:	
Economics .....	6-9
Retailing .....	9-12
Such as: Introduction to Retailing, Store Organization, Retail Advertising, Textiles, Merchandise Information, and Salesmanship.	
Accounting and Management .....	6-12
Related Distributive Education and Commerce.....	12-18
To be selected from: Art, Design, Commercial Art; Speech, Public Speaking; Economic Geography, Business; Surveys or Analysis; and Business (Law, mathematics, typewriting, English and organization or Principles).	

# Minimum Business Experience—

Exceptional experience above the minimum required may be substituted for not more than the 12 semester hours in the required subjects.

A maximum of one full year's experience shall be required for each 6 semester hours for which substitution be made.

5. English .....	30
Required:	
Shakespeare .....	3
American Literature .....	3
Advanced Grammar and Composition.....	3
Recommended from:	
Speech .....	3
English or American Literature.....	6
Teaching of Reading .....	3
Young Peoples Literature .....	3
6. French .....	24-30
24 semester hours based upon two or more high school units; otherwise 30 semester hours.	
Spoken Language .....	6
Quantitative requirements for teaching other modern foreign languages same as for French.	
7. Home Economics .....	51
a. Chemistry .....	6
b. Biology .....	6
c. Physics .....	2
d. Art .....	3
e. Foods .....	8
f. Clothing .....	8
g. Management .....	6
Home Management Residence required (Six weeks recommended as a minimum). Other courses may include buying, furnishing and housing.	
h. Family .....	6
Child Development (required)	
Family Relationships (required)	
Other courses may include Health, Nursing and Hygiene.	
i. Social Science .....	6
8. Industrial Arts .....	30
a. Drawing and Design .....	6
b. Woodwork (such as bench work, machine work, carpentry, and cabinet making) .....	6
c. General Electricity (such as principles, house wiring, common appliances, radio) .....	4
d. General Metal Work (including three or more of the following areas: Cold metal, sheet metal, forging, foundry, machine shop, art metal, welding) .....	6

e. General Shop .....	2	
f. Electives from a, b, c, d, or from such other courses as graphic arts (printing, silk screen, photography) ceramics, textiles, automotives, aeronautics, crafts, (jewelry, leather, plastics, etc.) .....	6	
9. Latin .....		24
Based on two units of High School Latin, to be re- duced six semester hours for each additional unit of entrance credit.		
10. Library Science .....		18
This shall include:		
Administration and Organization of the School		
Library .....	3	
Reference Books and Their Use .....	3	
Book Selection for Children .....	2	
Book Selection for Young People .....	2	
Simplified Classification and Cataloging .....	3	
11. Mathematics .....		21
Required:		
College Algebra .....	3	
Trigonometry .....	3	
Analytic Geometry .....	3	
Recommended from:		
Differential and Integral Calculus .....	6	
History of Mathematics .....	3	
Mechanical Drawing .....	3	
Surveying .....	3	
Application of Mathematics to Science, Engineer- ing, Commerce and Industry .....	3	
Statistics .....	3	
Consumer Mathematics .....	3	
College Physics .....	3	
Navigation .....	3	
Astronomy .....	3	
12.1. Music Education—General .....		36
a. Applied Music .....	18	
Piano .....	6	
Voice .....	6	
(At least one-half the voice credit shall be voice training.)		
b. Theory of Music (Harmony, form, ear-training) .....	12	
c. History and Appreciation of Music .....	6	
12.2. Music Education—Instrumental .....		36
a. Applied Music .....	21	
This shall include:		
Major instrument .....	6-12	
At least two minor instruments (piano advised to be one; voice permitted as one) .....		
	9-15	

b. Theory of Music (Harmony, form, ear-training	9
c. History and Appreciation of Music .....	6
13.1. Health and Physical Education—Whole Time.....	36
I. Area of Principles, Organization, Administration and Supervision .....	6-10
a. Principles of Health Education	} may be combined
b. Principles of Physical Education	
c. Org. and Adm. of Health and Physical Education	
d. Evaluation and Meas. in Health and Physical Education	
e. Curriculum in Physical Education	
At least four areas must be included in this requirement	
II. Area of Applied Techniques .....	10-12
a. Methods and M. in Group Games of Low Org.	
b. Methods and M. in Ind. Sports (Tennis, Golf, Wrestling, etc.)	
c. Methods and M. in Aquatics	
d. Methods and M. in Rhythms	
e. Methods and M. in Tumbling-Stunts	
f. Methods and M. in Team Sports (Touch Football, Soccer, Speedball, Volleyball, etc.)	
g. Methods and M. in Team Sports	
(1) Football	
(2) Basketball	
(3) Baseball	
(4) Track	
At least five areas must be included in this requirement	
III. Area of Individual Physical Education .....	4-6
a. Individual Physical Education (May include Kinesiology)	
IV. Area of Health Education .....	4-6
a. First Aid-Safety-Athletic Injuries	
b. Problems in Health Education	
V. Anatomy and Physiology .....	6
VI. Biological Science .....	6
13.2. Part Time Teacher of Health and Physical Education and Coaches of Athletic Teams .....	15
This shall include:	
a. Principles, Organization, Administration, and Supervision of Physical Education and Health	3-4
b. Physical Education skills and applied techniques .....	8-9
(1) Group games of low organization (games adaptable to adult groups and to children of elementary age).	
(2) Dual and single games (tennis, handball, golf, badminton, track, and field events, etc.).	
(3) Group games of high organization (football, soccer, rugby, basketball, baseball, volleyball, speed ball, lacrosse, field hockey, etc.).	



(4) Rhythms and dances.	
(5) Gymnastics and stunts.	
(6) Aquatics.	
c. Health Education, including the teaching of Health and School Health Problems .....	3-4
14. Health Education .....	24
1. The Individual .....	9-12
a. Personal Health	} may be combined { 3
b. Mental Health	
c. First Aid and Safety .....	3
2. Community and School .....	9-12
a. Principles of Public Health	} may be combined { 6
b. Environmental Health	
c. Healthful Family Living .....	3
3. Organization and Adm. of School Community Health .....	3-6
15. Science .....	30
a. Biology .....	6
b. Chemistry .....	6
c. Physics .....	6
d. Geography or Geology .....	3
e. Electives from a, b, c, or d .....	9

*+10 Certif*  
*+15 Certif*  
*General Science Certif*

Individual certification will be granted in any of the specific areas a, b, c, or d, in which 12 semester hours credit is presented. Certification for the subject of General Science will require credit for 18 semester hours from three of the four areas a, b, c, and d.

16. Social Studies .....	30
a. European History or World History.....	6
b. American History .....	6
c. Government, Geography, Economics, or Sociology .....	12
d. Electives from any of above .....	6

Individual certification will be granted in any of the specific areas: History, Government, Geography, Economics and Sociology, in which 12 semester hours credit is presented. Certification for Citizenship or Civics, or Problems in American Democracy would require credit for at least 18 semester hours from Government, Economics and Sociology.

17. Agriculture .....	B.S. degree
In Agricultural Education, including professional credits required for teachers of other high school subjects.	

#### Validity:

The certificate is valid for teaching in the high school, grades 9-12 inclusive, the subject or subjects appearing thereon. At present, because of the shortage of elementary teachers, the certificate is also valid

for teaching in grades 7 and 8. That privilege is subject to termination at any time.

### *Renewal:*

Initially the certificate is valid for a period of five years from the date of qualification. The first renewal requires non-duplicating credit for six semester hours, earned in a senior college or graduate school. Subsequent renewals require credit for six semester hours, or two years of teaching experience, during the five year renewal period.

## **Special Education Teacher's Certificate, Class A**

### **REQUIREMENTS FOR ISSUANCE:**

The areas of Special Education included in these requirements are (1) Visually Handicapped, (2) Hard of Hearing, (3) Speech Correction, (4) Crippled, and (5) Mentally Handicapped. The requirements for these certificates shall be:

1. Hold or be qualified to hold the Primary or Grammar Grade Teacher's Class A Certificate.
2. Credit for at least 24\* semester hours in Special Education, distributed as follows:

	* S.H.
a. Constant Basic Course Requirements .....	* 10-15
(1) Introduction to Exceptional Children.	
(2) Tests and Measurements in Special Education.	
(3) Practice Teaching in Special Education (Specific area).	
(4) Child Growth and Development.	
(5) Mental Hygiene.	
b. Specific Course Requirements:	
VISUALLY HANDICAPPED .....	6-9
(1) Methods and Materials In Teaching Partially Seeing Children.	
(2) Anatomy, Physiology, and Hygiene of the Eye.	
(3) Typewriting for Sight-saving.	
HARD OF HEARING .....	10-15
(1) Anatomy and Physiology of Ear and Voice Mechanism.	
(2) Audiometric Testing and Use of Hearing Aids.	
(3) Methods and materials in Teaching Lip Reading to Hard of Hearing Children.	
(4) Methods of Teaching Hard of Hearing Children.	
(5) Pathology of Hearing.	
SPEECH CORRECTION .....	12-18
(1) Anatomy and Physiology of the Ear and Voice Mechanism.	
(2) Problems in the Teaching of Speech Correction.	

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\*Any of the specific credits which may have been included in meeting the requirements for the Primary or Grammar Grade A Certificate may be counted toward meeting this requirement in Special Education.

- (3) Re-education of Acoustically Handicapped Children.
- (4) Principles of Speech Correction.
- (5) Phonetics.
- (6) Speech Pathology.

FOR CRIPPLED ..... 8-12

- (1) Clinical Course in Crippling Conditions.
- (2) Methods and Adjustments in Teaching Crippled Children.
- (3) Arts and Crafts.
- (4) Speech for Spastic-crippled Children.

FOR MENTALLY HANDICAPPED ..... 8-12

- (1) Problems, Materials, and Methods in Teaching Slow-learning Children.
- (2) Mental Deficiency.
- (3) Arts and Crafts.
- (4) Social Treatment of the Feeble-minded.

c. Electives:

- (1) Specific required courses in areas other than the special field of certification.
- (2) Remedial Reading.
- (3) Clinical or Abnormal Psychology.
- (4) Education and Vocational Guidance.
- (5) Child Welfare.
- (6) Psychology of Exceptional Children.
- (7) Social Psychology.
- (8) Child or Adolescent Psychology.

d. Additional Qualifications:

- (1) One or more year's experience teaching normal children.
- (2) Personal characteristics suitable for teaching exceptional children.

This certificate shall be required of all new Special Education teachers as of July 1, 1953.

*Validity:*

The certificate is valid for teaching Special Education in the area or areas appearing thereon.

*Renewal:*

Initially the certificate is valid for a period of five years from the date of qualification. The first renewal requires non-duplicating credit for six semester hours, earned in a senior college or graduate school. Subsequent renewals require credit for six semester hours, or two years of teaching experience during the five year renewal period.

### Graduate Certificate for Teachers

#### REQUIREMENTS FOR ISSUANCE:

##### I. GRADUATE SECONDARY TEACHER'S CERTIFICATE:

- A. Hold or be qualified to hold the Class A High School Teacher's Certificate.

- B. Have three or more years' teaching experience.
- C. Have a Master's degree from an institution of higher learning with recognized graduate standards approved by the State Department of Public Instruction. This would include:

	S.H.
1. Subject matter in the certificate fields .....	12
2. Education (philosophy, principles, curriculum, psychology, etc.) .....	6
3. Electives .....	12

## II. GRADUATE ELEMENTARY TEACHER'S CERTIFICATE:

- A. Have or be qualified to hold the Class A Primary or Grammar Grade Certificate.
- B. Have three or more years' teaching experience.
- C. Hold a Master's degree from an institution of higher learning with recognized graduate standards approved by the State Department of Public Instruction. This credit would include:

1. Academic work .....	6-12
This should include subject matter in those fields in which there are manifest weaknesses in the equipment of the individual, as well as subject matter that would strengthen points already strong.	
2. Education (philosophy, principles, curriculum, psychology, etc.) .....	6
3. Electives .....	12-18

### *Validity:*

These certificates have the same validity as the Class A certificates. The Graduate Elementary Teacher's Certificate is valid for teaching in the elementary school, grades 1-8 inclusive, and the Graduate Secondary Teacher's Certificate is valid for teaching in the high school, grades 9-12 inclusive, the subject or subjects appearing thereon.

### *Renewal:*

Initially the certificates are valid for a period of five years from date of qualification. The first renewal requires graduate credit for six semester hours, with at least one-half of the credit in Education. Subsequent renewals require six semester hours of graduate credit, as in the first renewal, or three years of teaching experience during the five year renewal period.

## Counselor's Certificate

### REQUIREMENTS FOR ISSUANCE:

- A. Hold or be qualified to hold a Class A teacher's certificate.
- B. Have at least 3 years of successful teaching experience.
- C. Have the time equivalent of at least one year of occupational experience in one or more wage earning jobs other than teaching or counseling.



D. A Master's degree in the professional field of guidance to include:

1. A minimum of 18 semester hours of professional courses distributed among the following areas:

Principles of Guidance.

(May be taken at the undergraduate level.)

Analysis of the Individual.

Counseling Techniques.

Occupational and Educational Information.

Administrative Relationship of the Guidance Program.

Supervised Practicum.

2. 12 hours of work distributed among related courses in the areas of education, economics, psychology and sociology.

#### *Validity:*

Certificate is optional for part time school counselors, but required as of July 1, 1953 of all new full time counselors.

#### *Renewal:*

Initially the certificate is valid for a period of five years from date of qualification. The first renewal requires graduate credit for six semester hours, with at least one-half of the credit in professional courses. Subsequent renewals require six semester hours of graduate credit, as in the first renewals, or three years' experience as a counselor during the five year renewal period.

### **Principal's Certificate**

#### **REQUIREMENTS FOR ISSUANCE:**

- A. Hold or be qualified to hold the Class A teacher's certificate (secondary or elementary).
- B. Have three years' teaching experience within the past five years.
- C. Hold a Master's degree from an institution of higher learning, with recognized graduate standards approved by the State Department of Public Instruction.
- D. Have credit for a minimum of 12 semester hours (18 recommended) of graduate work in Education, selected from the following areas:
  1. Fundamental Bases of Education.
    - a. The Curriculum, at least 2 semester hours required.
    - b. Human Growth and Development.
    - c. Social Foundations of Education.
  2. Instructional and Supervisory Techniques.
    - a. Principles of Supervision, at least 2 semester hours required.
    - b. Teaching Procedures.
    - c. Guidance and Pupil Personnel and Accounting.
    - d. Measurements.

3. Organization and Administration.

- a. High School Administration, at least 2 semester hours required.
- b. Elementary School Administration, at least 2 semester hours required.
- c. General Administration.
- d. School Plant.
- e. Staff Personnel.
- f. Community Relations.

E. Electives ..... S.H. 12-18

This elective credit may be of the candidate's choice, subject to such requirements as the institution may have for the Master's degree, but it should be designed primarily to add to one's equipment as a teacher.

*Validity:*

The certificate is valid for the principalship of a strictly secondary school, union school, elementary school, for general supervision, and for teaching on whatever level requirements for teachers' certificates have been met. It is required for the principalship of classified schools, that is, schools with seven or more teachers. Information on any exceptions, if any, may be secured from the Division of Professional Service, State Department of Public Instruction, Raleigh, N. C.

*Renewal:*

Initially the certificate is valid for a period of five years from date of qualification. The first renewal requires graduate credit for six semester hours, with at least one-half of the credit in Education. Subsequent renewals require six semester hours of graduate credit, as in the first renewal or three years' experience as a principal or supervisor during the five year renewal period.

### Superintendent's Certificate

REQUIREMENTS FOR ISSUANCE:

- A. Hold or be qualified to hold the Class A teacher's certificate (secondary or elementary).
- B. Have five years' experience within the past ten years, with at least two years as principal of an elementary or secondary school of seven or more teachers, during which time the applicant held or was qualified to hold a Principal's Certificate under requirements set up.
- C. Hold a Master's degree from an institution of higher learning, with recognized graduate standards approved by the State Department of Public Instruction.
- D. Have credit for 18 semester hours of graduate work in Education, selected from the following areas:
  1. Fundamental Bases of Education.
    - a. The Curriculum, at least 2 semester hours required.
    - b. Human Growth and Development.
    - c. Social Foundations of Education.

2. Instructional and Supervisory Techniques.
  - a. Principles of Supervision, at least 2 semester hours required.
  - b. Teaching Procedures.
  - c. Guidance and Pupil Personnel and Accounting.
  - d. Measurements.
3. Organization and Administration.
  - a. General Administration, at least 2 semester hours required.
  - b. School Finance, at least 2 semester hours required.
  - c. School Plant.
  - d. Staff Personnel.
  - e. Community Relations.

S.H.  
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E. Electives .....

These elective credits may be in Education, or in a field of the candidate's choice, subject to such requirements as the institution may have for the Master's degree. It is recommended, however, that if the applicant does not already have such an understanding, either through his undergraduate work, or through 1, 2 and 3 above, the electives afford an opportunity to secure a general understanding of the relation of the school to social and political institutions of the community.

*Validity:*

Valid for general administration and for teaching on whatever levels requirements for teachers' certificates have been met. Required for the superintendency of the county and city administrative units. Information on any exceptions, if any, may be secured from the Division of Professional Service, State Department of Public Instruction, Raleigh.

*Renewal:*

Initially the certificate is valid for five years from date of qualification. The first renewal requires graduate credit for six semester hours, with at least one-half of the credit in Education. Subsequent renewals require graduate credit for six semester hours, as in the first renewal, or three years of experience as a superintendent during the five year renewal period.







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